Abstract

The nature of education will be examined in this work, not only from its most basic foundations, but also from an up-to-date political perspective. In this manner, the scopes and challenges of the right to an education will be analyzed from a broad gamut of manifestations: from a pragmatic or experimental motivation pointing to the devoir être of the phenomenon of education, to the contrast with its reality in the context of political systems. In addition, we will place the right to an education within the international environment through the point of view of two juxtaposed and perhaps self-excluding mechanisms: on one side, the opinions of the UNCHR (United Nations Commission for Human Rights) and what this institution has expressed in its general comments; and on the other side, the neoconservative and globalizing trend that sees education as a tool and not as an end by itself. The politically issued guidelines of the World Bank are also going to be considered in this article.

Keywords

right to an education / features of education / teaching contents / education and social control / state duties / reproductive function of education / neoconservatism in education.